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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: SHARING THE PLANET- MATHS** | | | | | **Driving Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  Auditive | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **x Formative** Summative | | | |
| **X Visual-Spatial**  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  ACCORDING TO EACH STATION | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 33 (May 2-6/11) | | | **Time:**  25 minutes in each station, 2 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. CONTINUE WITH SATIONS FROM LAS WEEK AND INCLUDE/CHANGE FOR NEW ONE(S) AS NEEDED. | | | | | | | | | | | |
| **Main Activity:**    **Station 1: SHAPE & SPACE(2D shapes/with a teacher)**  **Indicator:** Identifies and explains that 2D shapes (circle, square, triangle, and rectangle) can be created by taking apart 3D shapes. **Materials:** 3D shape blocks (cone, half sphere, rectangular prism, pyramid, cube, cylinder), scrap paper, paints, paint brushes.  **Prompt:** Explain to them that they are going to choose one block to describe it. Ask questions as following: What shape do you have?, what faces does it have?, which ones have round, rectangular, triangular or squared faces?. Have them put together the shapes with faces in common and count the number of edges and vertexes.  Give out the paint brushes and the scrap paper and, by taking turns, have them paint one of the block`s surface they choose in advance. Before stamping the painted surface on the scrap paper, encourage them to inquire which shape they think would appear on the paper. Ask questions such as: What shape do you see on the paper? Is that a 3D shape? Yes/no? Why? What is the difference between a triangular prism and a triangle, for example? Show me each one? And continue asking questions about the difference between 3D and 2D shapes.  Paste all 2D shapes on a craft paper to put them in a display in the classroom. Explain to them that the corresponding vocabulary for 2D shapes is sides and corners and for 3D shapes is edges and vertexes.  **CLOSING AFTER ALL STATIONS:** USING THE DISPLAY, HAVE THEM DRAW THE CONCLUSION THAT 2D`S HAVE ONLY TWO DIMENSIONS (LENGTH AND WIDTH) AND ALL BLOCKS AND COMMON OBJECTS FROM THE SURROUNDINGS HAVE THREE DIMENSIONS (LENGTH, WIDTH AND DEPTH).  **Station 2: NUMBER (Two digit number representation/with a teacher)**  **Indicators:** Demonstrates with objects what a two digit number represents by grouping it into tens and ones up to 50.  Identifies numbers up to 50. Counts by tens.  **Materials:**  Cuisenaire rods (value of 1,5 and10), dice, pencil, board, markers.  **Prompt:**  Each player rolls the dice, and takes the number of rods they got in the dice.  Ask: “What did you get?”  **Rule:** “Every time you get five, take the five little rods and change them for a yellow rod” (paso de la acción a la operación). Then ask him or her: “Show me that there are five in this yellow block”.  Then compare.  After two rotations, ask, “Who won?” “How many more does Juanita have than Martín?”. When the player reaches 10, he/she may change his/her little rods for an orange rod.  When everybody reaches 10, the yellow blocks are put away and they all use the orange blocks only.  **Extension for tier 1**: use 2 dice and rods of 10.  Finally, have them write the numbers according to their score on the boards.    **Station 3: NUMBER (Estimation and counting / independent)**  **Indicator:** Estimates quantities up to 50. Counts up to 50 with one to one correspondence.  **Materials:** Boards with counters (ask Maggie), notebook, pencil case.  **Prompt**: Ask the children to estimate how many objects each card has, have them write the numbers in the corresponding columns. Afterwards, have them count and write the number in the column besides. Also, explain to them that if they finish earlier, they have an extra chance with another card.   |  |  | | --- | --- | | **Estimation** | **Counting** | |  |  | |  |  | |  |  | |  |  |   **Tier 1:** Have the top children explore skip counting (by two´s) instead. You can use egg cartons and have them put 2 counters or beans in each container and count by two. Then, ask them to draw or stamp two drawings in each circle that they draw in the notebook as following:  **2 4**  **..... up to 50 (The first two circles can be done for them)**  **Materials:** beans or set of objects to count, egg cartons (ask Vicky), notebook, pencil case.  **Station 4: Symmetry (Independent)**  **Indicator:** Copies symmetrical patterns  **Materials:** Half drawings (ask Claudia Madriñan), notebook, pencil case.  **Prompt**: Complete the symmetrical drawing on the right side of the page.  **Station 5: (Number stories /with a teacher)**  **Indicator**: Using objects tells number stories for some 2-number combinations to make numbers 5-9.  Writes addition and subtraction equations for number stories.  **Materials:** Index cards, sets of 2 different coloured objects such as spiders, butterflies, dolphins, etc.(at least 6 of each colour) story boards, markers/pencil.  **Prompt: SEE LESSON PLAN FROM Feb 28-Mar 4 (Week 25)** | | | | | | | | | | | |